

Instructor:

Theresa Cullen
Class in ECH 325
Office in ECH 303

Contact:

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Wednesdays 6 to 7
or by appt

Computer Lab:

Monday - Thursday 8:00 AM to 10:00 PM Saturday 10:00 AM to 3:00 PM
Friday 8:00 AM to 7:00 PM

Prerequisites

EIPT 3011 or equivalent test out.

You are expected to be able to use Word, Excel, Power Point, and create a simple Web Page proficiently before the beginning of the class.

Introduction

EIPT 3043 is a class that serves two purposes. In this course you will learn how to critique, use and create materials using different technologies. In addition, and perhaps more importantly, this course is designed to provide you with skills and experiences that will allow you to effectively and appropriately integrate technology into your teaching and learning activities. This course is based on the ISTE National Educational Technology Standards for Teachers NETS-T.

Course Objectives

1. Students will be able to analyze the strengths and weaknesses of various technologies used for instructional purposes.
2. Students will become familiar with the ISTE National Educational Technology Standards for Teachers for monitoring their own technology skills and professional development.
3. Students will be able to analyze resources available at school sites and design appropriate instructional activities using those resources.
4. Students will be able to design and develop an instructional activity that focuses on specific content standards (PASS or Common Core) and appropriately leverages technology to facilitate the activity.

Throughout the duration of this course...

1. Students will create a classroom wiki to practice parental communication and information sharing.
2. Students will document and reflect on their professional growth.

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- promote, support, and model creative and innovative thinking and inventiveness
- engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- promote and model digital etiquette and responsible social interactions related to the use of technology and information
- develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- participate in local and global learning communities to explore creative applications of technology to improve student learning
- exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community
- building, and developing the leadership and technology skills of others
- evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Policies and Resources

Required Materials:

- Textbook – Readings will be provided via D2L or link to a website.
- A USB Drive (a.k.a. Flash Drive or Thumb Drive) (1 GB minimum recommended) to store projects and work in the lab. (Nothing can be saved on the hard drives as they are periodically wiped clean). We suggest a new one to start the semester clean. Please put your name on it.

Other Materials:

- Your OU email address (If you are forwarding your email to another site you are still responsible for all emails sent to your OU address).
- Learn@OU site (<http://learn.ou.edu>);
- The Computer Lab of the College of Education, which is located on the Second Floor of Collings Hall (see hours on page 1).
- Application and multimedia software: PowerPoint; Excel; Word or equivalent (<http://www.openoffice.org>) , iLife suite (available on any Macintosh), audacity (available at <http://audacity.sourceforge.net/>) or the ability to download free or open source alternatives which will be made available during class. Download 30 day trials of software we will use including Inspiration or Kidspiration (<http://www.inspiration.com>) and Smartboard Smart Notebook (<http://www.smarttech.com>). Garage Band for iPad will be provided to you as part of your course fee. iMovie for iPad is required and was given to you if you attended the January 13th event, otherwise, you must purchase it yourself.
- An account sign up at <http://www.wikispaces.com>
- A Google account sign up at <http://www.google.com> – for easy YouTube access.
- In this class you will be using digital cameras and digital video cameras as well. You may use your own or you may check out one from the College of Education Computer Lab. Each student who checks out a video camera is personally responsible for their use and their timely return and any late fees that they may incur as a result of not following the agreed upon return date and time. Be sure to discuss return expectations with the lab staff when obtaining equipment.

Attendance

- Your attendance and participation in class meetings is vital to both your benefit from this course and that of your classmates. Therefore, **3 or more absences will result in failing the course.**
- In addition, if you miss due to illness, a funeral, or a university sponsored event, you are expected to contact the instructor and present documentation no later than the next class meeting (Health center documentation, letter from coach or professor, etc.).
- If you miss class without documentation and making prior arrangements with the instructor, you will not receive points for activities or discussions completed during class.
- All assignments are expected to be turned in on time even if you are absent. Without documentation or prior arrangements, assignments due at the time of

class and not received on time, will have points deducted. It is always in your best interest to contact the instructor prior to a possible absence.

- Even with documentation (with the exception of official University sponsored events) the absences will count against your total allowable absences. Documentation may allow you to turn in assignments completed in class.

Plagiarism

Class assignments are expected to be done individually unless otherwise assigned. If you are unsure if you may work together, ask the instructor. This applies to all assignments including reflections. Failure to comply with this policy could result in academic sanctions to be taken. Go to <http://integrity.ou.edu/> to better understand OU's policy's related to academic integrity.

Photography of Students

Shooting photos or video of students in school is not allowed without written parental consent. Some schools routinely ask parents to sign photo releases for their students, many other schools do not. If an OU student needs to shoot photos or video at a school that does not use a photo release form, I can provide one that may be acceptable for use. Permission to seek parental permission for photography or video-recording should be obtained from the cooperating teacher and the building administration. ***For your technology inventory, if you choose to take a picture of the classroom, students must not be present.***

Missing Assignments

Missing or late assignments will negatively affect your grade. **If you fail to hand in 3 or more assignments, this will result in a failing grade in the course.** Please discuss any missing assignments with your instructor immediately.

Reasonable Accommodation

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities who require accommodations in this course are requested to speak with the professor as early in the semester as possible. Students with disabilities must be registered with the Office of Disability Services prior to receiving accommodations in this course. The Office of Disability Services is located in Goddard Health Center, Suite 166, phone 405/325-3852 or TDD only 405/325-4173.

Research Participation

You may be asked by some researchers (IPT faculty or doctoral students) to participate in their research. As an incentive, you will earn bonus points for participating on 1-2 studies as research participants (5 bonus points for each study). In addition, you will earn the sincere appreciation of the researchers.

Due Week of:	Projects:	Points:
Critiques		
2/6	Podcast Critique	5
3/6	Lesson Plan Critique (In Class)	5
3/13	Student Video Critique/Reflection	5
2/20	NEATO Lab**	5
4/10	Technology Inventories	15
4/10	Thinkwave Critique**	5
2/13	App Review	10
Technology Creation Project		
3/6	Podcast Episode**	25
3/27	Smartboard Activity**	25
4/10	Inspiration – Lesson Plan and Mock Ups**	15
2/13	Twitter Assignment	10
Participation		
Ongoing	Class Participation/Preparation/Readings	20
Ongoing	Learnist**	30
4/10	Classroom Technology Request	10
3/13	iMovie Activity**	5
Ongoing	Technology Reflections on ** Technology	10
2/13, 4/3	Submitted Reflections on Edmodo (assistive technology, professional development)	10
Culminating Projects		
2/13 4/10, 5/1	Classroom Wiki (3 submissions)	40
5/1	TIP Project (Unit Plan: individual lesson plans, handouts and student mock ups)	100

Project Descriptions:

Below is a short description of each project. More detail will be provided in class at the time that they are assigned.

Critiques:

Podcast Critique

Student Video Critique/ Reflection

Technology Integration Lesson Plan & Critique (In Class)

Technology Inventory

NEATO LAB

Thinkwave Gradebook

App Review

This course will include a series of critiques of technologies. For each of these critiques you will be asked to use a critique template provided to you in class. During these critique activities you are expected to fully explore the technology and consider the pros and cons of using similar technologies in your own classroom.

Technology Creation Projects:

Kidspiration/Inspiration –Lesson Plan and Mock Up

Inspiration and Kidspiration are concept-mapping tools that can be used for multiple purposes in a classroom. These tools can be used to organize how you might present material to students. Additionally, you can use them with students to help them to brainstorm ideas and organize writing tasks. In this course you will create a lesson and examples using the software for teaching and student learning.

Podcast

Each student, either individually or in groups of up to 3 students will create a Podcast for inclusion on each of their Wiki pages. Each Podcast will be designed as an extension activity for parents and students to complete at home and includes a literacy connection, a web site, and an activity.

Smartboard

Each student will create a series of Smart Notebook Pages to teach a particular topic in the state PASS standards for their grade level. They will present them to the class and encourage other students to participate to showcase and share different Smartboard techniques.

Twitter

Students will plan a twitter feed that they could use with their students or parents in a classroom.

Participation

Course Readings and Reflections

There are reading assignments that you will need to read in order to participate fully in this course. The instructor may evaluate your understanding through class discussion or announced or unannounced reading quizzes.

Learnist Discussions

Throughout the course there will be online discussions related to issues about teaching with technology, including peer review for assignments that you produce. These will be completed through Learnist.com or the Learnist App found on the iPad. Participation deadlines will be set for posting and responding to others. Students will both be participating and facilitating the discussions.

Culminating Projects:

There are two culminating projects for this course.

Classroom Wiki

As you prepare to become a teacher, you will need to start considering how you will communicate with students and other teachers, and how you will represent yourself and your classroom. In this course, you will design a classroom wikispace. This classroom wikispace will be professional in nature and include multiple pages of materials that you would want to communicate with students or parents. This classroom wikispace will be submitted several times throughout the semester and will be graded on design, content, and completeness.

Technology Integration Project (TIP)

The TIP is a unit plan that will be completed in groups of 3 or 4 students arranged by grade level or content area. Students will be responsible for creating individual lesson plans for a week of classes, as well as an overall plan to place the lessons into a logical sequence with a content focused rationale. In addition, students will be expected to create all teaching materials, assessment materials and examples of expected student work upon completion of the unit. These will be created using the technologies that are introduced in this course as well as those that were taught in EIPT 3011 or other technologies that you identify. More details on this project will be presented later in the semester.

Grading Scale: Based on 350 pts

315 to 350 pts.....	A
314 to 280 pts.....	B
279 to 240 pts.....	C
239 to 210 pts.....	D
Below 210 pts.....	F (or 3 or more absences or missing assignments)

Class Schedule: (subject to change)

Week of Jan 16

Due Before Class

- ✓ Nothing

In Class

- ✓ Survey
- ✓ Responsible use of Laptops
- ✓ What is a wiki? Intro to wiki assignment
- ✓ Concept map of classroom wiki – beginning.
- ✓ Classroom Wiki – Watch Videos: <http://www.wikispaces.com/site/tour>
- ✓ Classroom Wiki – Sandbox: <http://sandbox.wikispaces.com/>
- ✓ Notability Introduction
- ✓ Introduce Edmodo

Week of Jan 23

Due Before Class

- ✓ Read Chapter 1 – Found on D2L (Under Content Tab)
- ✓ Create an Account on Wikispaces and Paste Link on My Wiki
- ✓ Complete Inspiration Map of Wiki

In Class

- ✓ Chapter 1 Discussion
- ✓ Discuss ISTE Standards, State Standards, and Common Core
- ✓ Standards Activity
- ✓ Modification of Wiki (Formatting, Alignment, Fonts, etc.)
- ✓ Welcome message with Audacity
- ✓ Introduction to Learnist

Week of Jan 30

Due Before Class

- ✓ Read Twitter Articles
- ✓ Read an article or a link on twitter (some provided but you can find your own) and post a summary to the discussion forum before class.
- ✓ Participate in Teachers on Facebook Learnist Post

In Class

- ✓ Twitter in Education
- ✓ Work on Wiki
- ✓ Issues with Social Networking, Security, Copyright, and Fair Use Policy (Learnist)
- ✓ How to use Audacity (Record Welcome Message)
- ✓ Embedding Wiki content (Audio Message)

Week of Feb 6

Due Before Class

- ✓ Read Digital Citizenship Articles (2)
- ✓ Podcast Critique in Dropbox (D2L)

In Class

- ✓ Intro to Podcast Assignment
- ✓ Discussion of Podcasts
- ✓ Garage Band on iPad (included in course fee)
- ✓ App Review on iPad (Edmodo)
- ✓ Blogging and Podcasting
- ✓ Final Wiki Questions

Week of Feb 13

Due Before Class

- ✓ Read Professional Learning 2.0 Article, Write one page reflection to answer the question, "As a teacher, what will be my responsibility to gauge in individual professional learning and what are some ways I achieve that using technology." Post to Edmodo
- ✓ Come to Class with Podcast Ideas and Groups Formed
- ✓ 1st Wiki Submission Due (Details on D2L)
- ✓ Twitter Assignment
- ✓ Learnist
- ✓ App Review

In Class

- ✓ Professional Development – Individual Role of Teachers
- ✓ Introduce Technology Inventory (Notability)
- ✓ Trial Run Inventory Assignment in the College of Ed
- ✓ Cloud Computing (Dropbox, CloudOn, Slideshare, Google Drive, Evernote, etc.)

Week of Feb 20

Due Before Class

- ✓ Learnist
- ✓ Finish and Bring Podcast Draft Script

In Class

- ✓ NEATO Lab
- ✓ Communicating with Parents
- ✓ Share Apps you reviewed using Airplay
- ✓ QR Code Scavenger Hunt

Week of Feb 27

Due Before Class

In Class

- ✓ Introduction to SmartBoard / Notebook
- ✓ Short Student Notebook Presentations
- ✓ SmartBoard / Notebook Project Assignment

Week of March 6

Due Before Class

- ✓ Learnist
- ✓ Podcast Project Due in Dropbox (D2L) and Uploaded to Your Wiki
- ✓ Continue Working on SmartBoard Ideas and Slides
- ✓ Search the Internet for a Lesson Plan that Uses Technology. Post to Edmodo

In Class

- ✓ Objectives, Assessments, and Practice
- ✓ Apps in Lessons
- ✓ Integrating technologies into lesson plans
- ✓ Critiquing lessons with technology

Week of March 13

Due Before Class

- ✓ Continue working on SmartBoard Ideas and Slides
- ✓ Student Video Critique and Reflection (Form on D2L)

In Class

- ✓ Digital Video and Giving Students Voice.
- ✓ Embedding Video on Wiki (YouTube)
- ✓ Announce Technology Request Assignment
- ✓ iMovie and iMovie for iPad

WEEK OF MARCH 19TH - - -SPRING BREAK

Week of March 27th

Due Before Class

- ✓ SmartBoard Projects Due in Dropbox (D2L) and on Wiki Page (EIPT 3043 Projects)
- ✓ Learnist

In Class

- ✓ SmartBoard Presentations (1/2)
- ✓ Introduction to Concept Mapping (Kidspiration / Inspiration Project) and concept mapping apps.

Week of April 3

Due Before Class

- ✓ Learnist
- ✓ Watch <http://bit.ly/10pjKA5> and read "iPads for Special Needs" free online <http://t.co/JR0GDu7C>. Post a 1 page reflection answering the question, "As an individual teacher, what will be my responsibility to accommodate students with special needs." Post to Edmodo

In Class

- ✓ SmartBoard Presentations (2/2)
- ✓ Technology to assist with cognition and learning differences
- ✓ Adaptive settings on a computer and iPad
- ✓ Student Accommodation Activity

Week of April 10

Due Before Class

- ✓ Technology Inventory (Covers Field Experiences) Due
- ✓ Kidspiration / Inspiration Project Due
- ✓ 2nd Wiki Submission (including Classroom Technology Request Form)
- ✓ Learnist

In Class

- ✓ Thinkwave – Keeping a student gradebook online
- ✓ Role Play Technology Request in Jigsaw Groups
- ✓ Introduction to the TIP project
 - Form Groups
 - Brainstorm Ideas
 - Work on Lesson Matrix

Week of April 17

Due Before Class

- ✓ Critique Another Group's Overall Lesson Plan Matrix
- ✓ Work on Video Storyboard for Your TIP Project
- ✓ Work on Individual Lesson Plan

In Class

- ✓ Work on TIP Project – Lesson Plan
- ✓ Make Revisions on Overall Lesson Plan Matrix
- ✓ Student Materials and Assessment Activity with Lesson Plan Outline

Week of April 24

Due Before Class

- ✓ Have Video Recorded Before Class, Editing Might Take Some Time if you Wait Until this Day.
- ✓ Have entire TIP project ready to hand in next week

In Class

- ✓ Lesson Plan Critique Completed in Class
- ✓ Work on TIP Group Video

May 1

Due Before Class

- ✓ Finish TIP Project Folders and Submit During Class
- ✓ Final Wiki Submission
- ✓ Learnist

In Class

- ✓ Final TIP Presentations
- ✓ How can these skills help you get a job?